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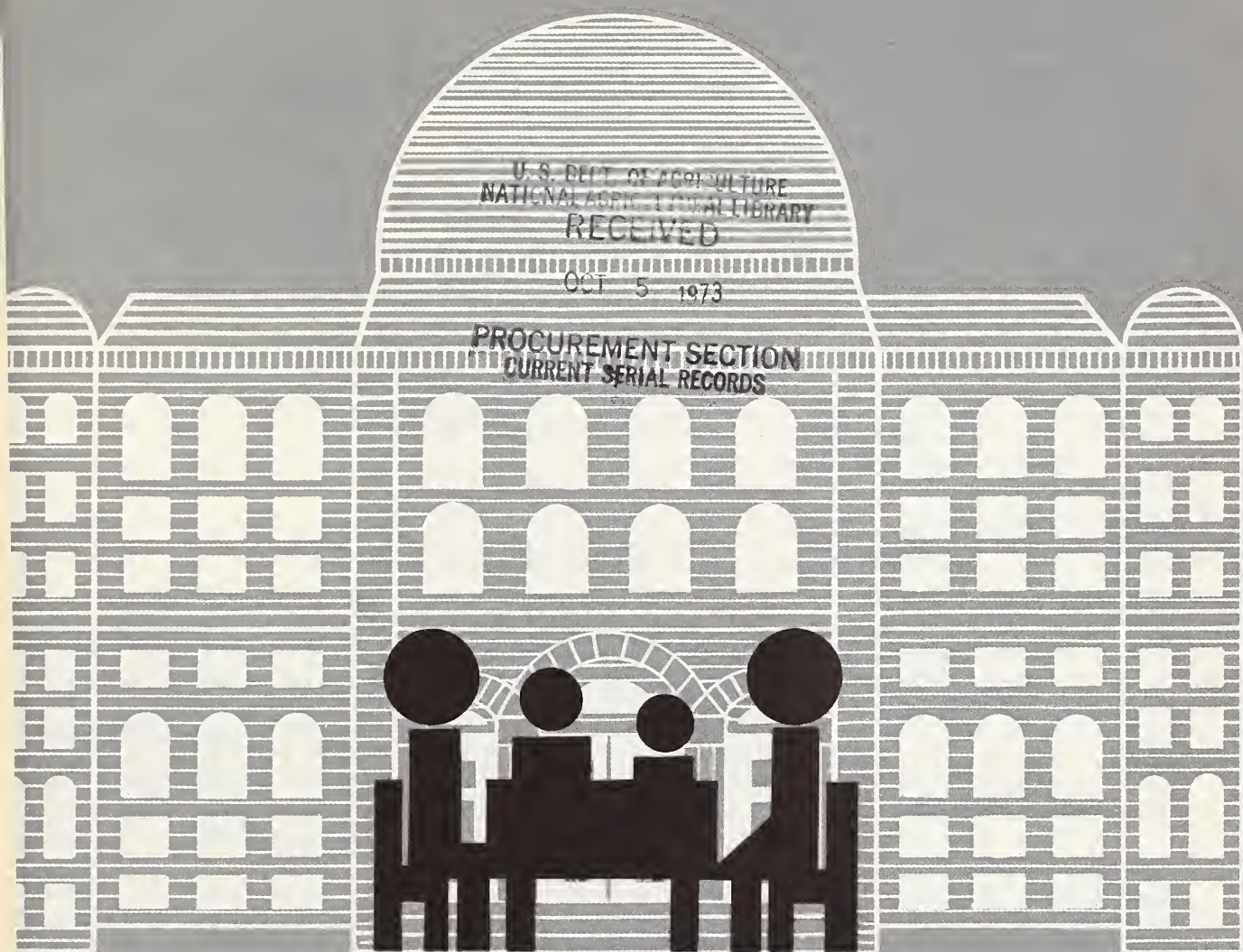
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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MAY-JUNE 1973

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Involving Youth in CRD - page 2

The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

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CONTENTS

	Page
Extension 'Open House' exhibits new offices, programs	3
Mississippi passes its goal	4
Kansas agents study grain marketing	6
'Windowsill gardens' open the door to 4-H	8
Kansas tree program aids rural communities	10
Oregon women study government	12
4-H/CRD gives youth a voice	14
Extension's families three	16

Involving youth in CRD

In his foreword to a new USDA publication on youth in community development, Secretary Butz says, "Young people represent the future of our communities. Therefore, every effort should be made to have them participate in community planning and development.

"Young people can prepare for broader responsibilities in community decisionmaking by cooperating with fellow citizens in establishing goals for community development and carrying out community programs. In turn, the community that harnesses the unique abilities and enthusiasms of youth will become a better place in which to live."

The Extension Service is devoting considerable effort to encouraging young people to get involved in community development. An earlier issue of the Review reported the pilot 4-H/CRD program in Virginia and the national workshop on the subject for 4-H and community resource development personnel.

West Virginia's growing 4-H/CRD program is discussed in the article on page 14 of this issue. More examples of this kind of work will be featured in the coming months.

Young people have much to offer to their communities. As the youth-CRD work now underway in many States illustrates, the Extension Service is uniquely equipped to provide these young people an opportunity to develop as persons, share as citizens, and practice leadership.—MAW

by
Richard A. Nunnally
*Extension Agent
Communications and Consumer Education
Newport News, Virginia*

Extension 'open house' exhibits new offices, programs

Two Extension agents and a secretary made up the Newport News, Virginia, Extension staff about 15 years ago. Their office was the six-room Blair Building. Their work consisted of assisting farmers, homemakers, and 4-H Clubs.

By 1972 the staff had grown to nine Extension professionals, seven paraprofessionals, and three secretaries. Their housing? Still in the Blair Building. Their work? Very different.

Now, the agents are working with a broad range of activities, including ornamental horticulture, Extension Homemakers Clubs, expanded food and nutrition education, consumer

education, turf management, and urban 4-H programs.

The Extension program in Newport News clearly had outgrown its surroundings. As programs developed and expanded and the staff grew, the Blair Building no longer provided the needed room.

On December 1, 1972, the Extension Service moved into new quarters provided by the City of Newport News. This new facility provides office space for agents and secretaries, sufficient work space for aides, a 125-seat conference room, and a demonstration kitchen.

With a mailing list of 6,000 individuals, the staff recognized a need to plan events to inform the general public of the changes in staff and facilities. After careful planning, it was decided to hold a two-part open house.

Part one was to be a Friday luncheon. The invitation list included the head of each city department, members of the city council, and certain members of the State legislature.

The program for the luncheon was simple: introduce the staff, eat, and tour the facilities. Not only did this provide an opportunity to show the new offices to these key people, but it also gave newly-elected council members a chance to develop their knowledge of Extension programs.

The highlight of the luncheon was a delicious, low-cost meal planned, prepared, and served by the Extension nutrition technicians (aides). After the meal, each technician spoke briefly about her work.

Part two of the open house came from 3-5 p.m. Sunday, when the general public was invited to visit the facilities. All professional staff members were on hand to meet and talk with the visitors. Extension Home maker Clubs provided refreshments.

Both these events were very successful. Not only did they provide an opportunity to exhibit new facilities, but they also allowed the Newport News staff to make people more aware of the growing programs of the Cooperative Extension Service. □



City officials attending the Extension Service open house in Newport News, Virginia, await the special luncheon planned, prepared, and served for them by nutrition aides.

by
Duane B. Rosenkrans, Jr.
Associate Extension Editor
Mississippi State University



1.5 by '75

Mississippi passes its goal

A strong, long-term program of agricultural development will strengthen every phase of Extension work in a State. To succeed, however, such a program requires the active support of all Extension workers and the many other agencies and organizations with which Extension maintains ties.

The Mississippi Cooperative Extension Service launched a 10-year program late in 1965 to accelerate growth of the State's agriculture through better use of technology by more farmers.

The goal of this program, which led to its name—1.5 by '75—was farm production valued at \$1.5 billion a year by 1975. That goal was achieved in 1972—3 years ahead of schedule. This accomplishment represents a gain of \$82 million a year from the \$928 million total value of production for the base year, 1964.

During its 7 years, 1.5 by '75 has been a great asset to Extension in several ways:

—It influenced many farmers to improve their methods and increase their incomes. Under the 1.5 by '75 banner, timely production and marketing information became more dynamic and forceful. Almost from its beginning, belief in the program was strengthened by reports about individual farmers who had already reached the yield goals set for 1975.

—It focused the attention of the general public on agriculture as a major force in the State's overall economy. Much emphasis was put on the nature and scope of agribusiness. Con-



The 1.5 by '75 program emphasized special opportunities in Mississippi agriculture. One of the opportunities, shown at top, was expanding commercial catfish production. Above is an example of another outstanding feature of 1.5 by '75—helping farmers add something "extra" to their management.

sumer information was also a part of 1.5 by '75.

—It strengthened Extension's position of broad educational leadership in the State's agriculture. Other agencies and organizations, both State and county, enthusiastically endorsed the program and worked through the years to help make it succeed.

—It strengthened the support of

Extension by the Mississippi legislature and county boards of supervisors.

Dr. W. M. Bost, Director of the Mississippi Cooperative Extension Service, provided maximum administrative support for 1.5 by '75. Extension administration built a close working team of specialists from several fields to develop the program and put it into action.



New methods, such as the field storage of cotton for more rapid harvesting, above, were introduced with the help of 1.5 by '75.

The basic information for 1.5 by '75 consisted of 1964 base figures and economic projections, or goals in terms of value of production, for each of nine enterprise areas. Two more areas were added as new agricultural opportunities emerged.

These projections represented the combined effort of agricultural economists and other State specialists in agricultural production and marketing.

Goals also were expressed in terms of yields, such as 1,000 pounds of lint cotton per acre and 30 bushels of soybeans per acre by 1975. Assistance was given to county staffs in determining county goals for applicable enterprises.

"Value of farm production" was chosen as the measure for 1.5 by '75 because it represents the current market value and the total volume of production of crops, livestock, and forest products for the year. Although better prices for some commodities helped, it took much more than that to reach the goal 3 years ahead of schedule.

Achieving this goal is a victory for technology. During each of the 7 years of 1.5 by '75, farmers were

plagued by such things as wet weather at planting or harvest time, summer droughts, destructive insects, and plant diseases.

The Extension Service used many methods to publicize 1.5 by '75. These included producing materials for all news outlets, art work for educational and promotional messages in advertising, automobile bumper stickers and decals, and exhibits.

The distinctive 1.5 by '75 emblem—a key feature in any well coordinated campaign—has also appeared on stationery, signs, television station break slides, convention badges, and business cards.

A feature of 1.5 by '75 has been a Progress and Outlook Conference early each year in the largest ballroom in the capital city of Jackson. Bringing together 1,200 or more key leaders from all 82 counties, this is the largest meeting held in the State during the year.

The programs for these conferences were planned to last only about an hour. They began with introductory remarks and introduction by Director Bost of the State Agricultural Coordinating Council, representing the various agricultural agencies. The Governor or another top official spoke.

Finally, a visual show presented highlights of the previous year for the various enterprises; the economic outlook for the current year; and special agricultural opportunities.

An attractive publication was pre-

pared in connection with each 1.5 by '75 Progress and Outlook Conference. Additional copies were made available to the counties. The report for the 1973 conference was 16 pages and had pictures in full color.

Special opportunities stressed through 1.5 by '75 include more beef per cow and more cows per acre, commercial catfish, and ornamental horticulture.

The commercial catfish industry, now valued at \$18 million a year, was not important enough in 1964 to be listed as a 1.5 by '75 enterprise. Growth also has occurred in soybeans, forestry, and broilers.

County Extension staffs made excellent and often imaginative use of 1.5 by '75 information and materials. Besides working it into their regular communications, many developed special newspaper articles and radio and television programs.

Reports of overall county progress for the previous year in 1.5 by '75 were page one, main headline news.

Other local activities to support the program included talks before civic clubs and other organizations, exhibits at fairs and shopping malls, local progress reports using color slides, and visual presentations by 4-H members.

Once launched, there seems to be no end to such long-term agricultural development programs. They're much too valuable. When one campaign and its goals are completed, the staff is challenged to develop something even better. □

Kansas agents study grain marketing

by
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Marketing—especially grain marketing—is an important part of agriculture. And it's an area of Extension education that has received too little attention in Kansas, particularly at the county level.

In mid-1972 came the sharp increase in worldwide demand for food, feed grain, and soybeans, with the accompanying rise in prices.

County Extension agents found themselves without answers to questions about what was happening and why. We were faced with the problem of how to help them learn quickly about grain marketing and exporting.

One of the best ways to learn is to "go where the action is." After taking a group of 4-H wheat quality winners to the port of Houston, Texas, for a 3-day tour, I decided that a similar tour would be the best way to educate key county Extension agents and directors.

When the grain marketing tour idea was discussed with the Kansas Grain and Feed Dealers' Association, they were anxious to cooperate. The asso-

A typical sight on the agents' grain marketing tour was bulk cargo ships being filled with wheat. The ship on the left is being loaded; the other, awaiting its turn, rides high out of the water.

ciation offered to finance the trip and to provide a local elevator manager from each agent's county to accompany him on the tour.

This seemed like a good way to "kill two birds with one stone"—supplement agents' marketing knowledge, while improving relations between them and local grain marketing management.

In fact, we found that even the local grain elevator managers needed to improve their knowledge of grain exporting. Most of them had never visited export facilities.

A marketing tour proposal was prepared, including objectives, participants, sponsors, tour dates, financial arrangements, and tour agenda.

The Grain and Feed Dealers Association enthusiastically approved the idea and appointed one of their members to help work out the details. Kansas Extension Service administrators were equally enthusiastic about this new approach and gave their full approval and cooperation.

Who would participate? Enthusiasm was so high that the first estimate was for 80 to 100 possible participants. Finally, a figure of 47 was agreed upon, since this was the seating capacity of the commercial bus that would be used for transportation in the Houston area.

Each of the five Kansas area Extension directors was asked to name five agents he felt could benefit most from such a trip. Final selection was based on availability of grain men and Extension agents who could participate on short notice.

Those who made the trip were 22 county Extension agents, 19 local grain elevator managers, 1 terminal warehouseman, the executive vice president of the Kansas Grain and Feed Dealers Association, the director of the Kansas Extension Service, the Extension television producer, and two Extension grain marketing specialists.

The Grain and Feed Dealers Association underwrote the cost of the 4-day trip. Local grain dealers provided transportation from their home counties to Wichita and back, and the group traveled by plane between Wichita and Houston.

The 3 days in Houston included:

- a visit to exporting facilities and ships,

- a boat tour of industrial development and shipping activity on the Houston ship channel, and

- a visit with representatives of ship owners, stevedoring companies, freight forwarding companies, Houston Merchants Exchange, USDA grain inspection service, and grain exporting firms.

At the end of the tour, all participants were urged to share their experience and knowledge with others in Kansas.

A Kansas State University Extension communications specialist made three direct radio reports while accompanying the tour.

The tour was the subject of six separate television programs the following week over the Kansas State Television Network. It covers 75 percent of the State and is serviced by KSU.

The film was edited into a 16-minute presentation with narration for showing at the Grain and Feed Dealers Annual Convention in April 1973.

In addition, the film and several slide sets are available for loan to agents or grain men.

Two radio reports were taped for the University station, KSAC, and the station will be broadcasting periodic progress reports on the grain movement and its possible effects on local marketing and storage of the new wheat crop.

A survey of the Extension agents showed that in the 8 weeks after the tour they prepared 21 newspaper articles, gave 20 radio talks, and made

28 slide presentations before 939 people.

The reaction of the agents and the grain marketers was so favorable that plans are underway to conduct a similar tour in January 1974.

One agent said, "I believe I learned as much in those few days as I would in a 2- or 3-week summer school."

"I learned more about grain marketing on this trip than I had previously in all my combined academic training," said another.

Kansas Extension Director Robert A. Bohannon, who went on the tour, said: "There is no question but what our county agents and the Kansas Grain and Feed Dealers who were on the tour considered it an exceptionally fine educational experience.

"It is through efforts like the grain marketing tour that we are able to develop closer working relationships between our county agents and other very important groups in the State of Kansas."

The reception accorded the tour group by the Houston Merchants Exchange and individual exporting firms was outstanding. They are anxious to set the record straight about grain quality and export practices.

They have extended an invitation to interested persons in Kansas and other States to visit them. We are now considering tours for grain producers and processing and marketing personnel.

One of the participating grain marketers seemed to sum up the feeling of the group when he said, "Only by seeing and sharing each other's problems can we better understand what grain marketing and exporting is all about." □

'Windowsill gardens' open the door to 4-H

Take six brown peat wafers in a plastic tray, add water, and implant a vegetable or flower seed in each.

Cover with a plastic top and keep in a warm location for 1 to 2 weeks.

Mix well the interest and expectancy of a young child and watch both with tender loving care.

When the seeds have germinated, place the "greenhouse" on a window-sill, exposed to the sun. Encourage the child in proper care and nourishment of the seedlings.

Result: the growth of plants—and of a child.

This is windowsill nursery gardening—one of the most fascinating new projects added to Indiana's Cooperative Extension 4-H program in

recent years. It is capturing the imagination of both the young and the not-so-young.

More than 2,000 nursery garden kits already have been ordered. Yet ink on the flyers plugging the project is hardly dry.

In fact, many orders arrived before the project was entirely ready, impatient youth agents in the field having previewed the plans. Other States also have shown a keen interest.

"The beauty of this project," says Dr. Edward L. Frickey, State youth leader at Purdue University, "is that it can be undertaken and enjoyed by the inner-city, apartment-dwelling, or housing area child as well as suburban and rural youth.

"Another thrilling and encouraging aspect of the project," he adds, "is the manner in which it has been received by school teachers and administration. They are simply delighted with its educational and visual potential."

In Lake County, the project is being utilized not only in urban schools, but also in an early learning center and a school for exceptional children.

Thus, the project reaches children and youth in all walks of life, including many never previously involved in 4-H.

"But who knows," envisions the State leader, "a number of these youngsters may decide to try other or more advanced 4-H projects as a result of the interest created by this one."

The windowsill nursery garden project is the brainchild of Bill Peek, State Extension specialist-youth at Purdue.



Bill Peek, left, State Extension specialist-youth, and Dr. Roman Romanowski, Extension horticulturist, check over project materials for the 4-H windowsill nursery gardens.

In preparing the project publication, he drew upon the assistance of Dr. Roman Romanowski and others in Purdue's department of horticulture.

Peek also credits a private company, Jiffy Products of America, with a "big assist" in developing materials used in the kits.

"It all started," recalls Peek, "with a cry for help by Lake County youth agents. They needed a plant project geared especially to the inner-city or urban child.

"First we tried supplying them with

by

Ed Kirkpatrick

Information Specialist-News

Purdue University



Four-year-old children at the Gary, Indiana, Pulaski Early Learning Center use the windowsill nursery garden kits to learn about how plants grow.



Olene Veach, area Extension agent-youth in Tippecanoe County, Indiana, shows two young 4-H members how to transplant seedlings from their windowsill nursery garden kits.

a single wafer and seed, to be grown in a paper cup. The response generated by this simple effort led us to the windowsill nursery garden," he explains.

Each kit contains a plastic 5½-inch by 7-inch greenhouse, seven peat wafers, plant seeds, and seed sticks. A project publication completes the package.

What's the purpose of it all?

Well, windowsill nursery gardening helps the young (even the older young) to learn how to plant seeds in

soil, how seeds grow into plants, and how plant appearance changes with growth.

They also learn how to transplant seedling plants into larger containers; how to care for plants by providing proper amounts of light, water, and plant food; and how to enjoy growing plants in a greenhouse, home, or outside garden area.

Actually, Indiana 4-H has three different kits. One is a windowsill mystery garden. Seeds in this kit include cotton, peanut, Tiny Tim To-

mato, Christmas Pepper, Teddy Bear Sunflower, and a Mimosa plant—plants less common to the area.

Kit 2 is a Stop-Lite windowsill garden, so-called because of the red, yellow, and green vegetables produced. These include red tomatoes, yellow squash, and green peppers.

Kit 3, a windowsill flower garden, contains seeds of little Thumbelina zinnias, Dwarf marigold, Nierembergia, and Teddy Bear sunflower. The sunflower is the giant of the kit; by comparison, the others are midgets.

As a bonus activity, a seventh peat wafer is enclosed in each kit. Here, it is suggested, the "gardener" may wish to grow a citrus seedling, such as an orange, lemon, or grapefruit.

Simple planting and care instructions, with helpful illustrations, fill the attractive project publication. The manual also contains an educational picture guide, growing discovery guide, garden puzzle, and a plant research study chart.

It is hoped that the project, which is designed especially for the novice, will open the gate for many to other 4-H horticultural projects, such as flower gardening, fruit and vegetable gardening, or ornamentals.

"We had about 14,000 Indiana youth enrolled in 4-H horticultural projects last year," says Dr. Frickey, "and I feel windowsill nursery gardening will promote an even greater enthusiasm among the young for growing plants."

But even if it doesn't, many Hoosier youngsters will have been exposed to a "growing" experience. □

If Phillipsburg becomes known as the "city of trees" in Kansas, it won't be by accident.

It will be because of the hard work of a dedicated group of citizens, and an active "community forestry program" led by State and Extension foresters at Kansas State University.

Gene Grey, Extension forester, looks upon the community forestry program as "fundamental to rural development as it concerns itself with making small towns more pleasant places in which to live and work."

The Phillips county seat, located only a few miles from the Nebraska border, has launched a beautification

program that includes trees, trees, and more trees.

The program is in its infancy, so the town might not win any beautification contest this year. But watch out in the future!

In solving a problem that is familiar to so many communities, Phillipsburg could well serve as a model for other towns to follow.

Almost any small town that launches a successful community venture does so because one person or a small group of persons decides that something has to be done and convinces others.

In the case of Phillipsburg, the

community shade tree commission is that group. The Phillipsburg tree commission is not just another organization that looks good on paper but doesn't function—it's where the action is.

The commission is headed by D. T. (Bud) Broun, former mayor and retired automobile agency and theater owner. Other members are Buck Herman, telephone company manager, and Leon Durnil, insurance agency owner.

Broun may be retired from active business, but he doesn't spend his time in a rocking chair. He's what you might describe as a doer.

The Phillipsburg city council got the ball rolling 3 years ago when it provided funds for tree removal and planting under authority of a State statute.

It authorized establishment of a tree commission to give direction. The tree commission contacted State and Extension foresters at Kansas State

Kansas tree program aids rural communities

by
William S. Sullins
Assistant Extension Editor
Kansas State University



University for assistance. Fortunately, the university was in the process of launching a new urban forestry program, under which Extension foresters could work with cities on comprehensive tree planting and beautification projects.

Supported by technical assistance from the university and by the new city ordinance, the tree commission was in a position to get something done.

"The ordinance gave full control of the tree program to the tree commission for removal and planting of trees," explains Broun. "We have ordinances regulating electricity and car speed—why shouldn't a city control what belongs to it? Trees are one of our most important assets."

Even without trees, Phillipsburg would not be an unattractive town. But like many others in western Kansas, the city was losing elm trees to Dutch elm disease. One dead tree is an eyesore, and when many are dead, it is even worse.

As one of the tree commission's first official acts, it planted trees along State Street, the town's main east-west artery.

Upon recommendation from Extension Foresters Gene Grey, Fred Atchison, and Jim Nighswonger, the city planted flowering trees along the street. The trees, beginning their third growing season, bloomed last year.

"Following that recommendation was the best advice we ever took," Broun said.

Phillipsburg, Kansas, tree commission members and KSU Extension foresters inspect future tree removal and planting sites. From left are D. T. Broun and Buck Herman, commission members; and Extension Foresters Gene Grey and Fred Atchison.

Grey, who's in charge of urban forestry at Kansas State, said the foresters recommended small flowering trees first because they "make a big splash" and would be an encouragement to local residents to participate in the program. Small trees also cause fewer utility line problems.

Residents of the town are participating in the tree removal and planting effort. Because of an arrangement made by the commission with a tree removal company, trees are taken out at a reduced price.

"Of course, we don't remove trees unless the owner agrees," says Broun. "We are not in the business of taking out healthy trees; just those that are diseased or detract from community appearance."

"We also replace trees that are removed, if needed, with a proper species for the site. The people in Phillipsburg do care about trees; they just haven't known what to do about them."

"The tree commission gets a positive response from most citizens, because they know we want to do what is best for them and their community," explains Herman.

"I remember Bud (Broun) advocating a systematic tree removal and planting program when I first came to town 11 years ago. He has a thorough knowledge of trees and what species will grow here. And people respect his judgment."

Broun takes in as many shade tree conferences as possible, including those held at Kansas State University.

Because the tree board's budget doesn't allow for wholesale removal of dead trees and purchase of new ones all at once, replacement will be a slow process. About 200 trees have been removed so far, involving 85 or 90 property owners. And 500 new trees are to be planted soon, both as replacements and in new areas.

Atchison, stationed at nearby Hays as an area Extension forester, believes the success of the program at Phillipsburg results from "dedication of the people on the tree commission."

He calls Phillipsburg "one of the pioneers in the United States in approaching tree removal and planting at the community grassroots level. The fact that Phillipsburg was one of the first towns in Kansas to outline a comprehensive tree program attests to the forward-thinking of community leaders."

Since State and Extension Forestry at Kansas State University received specific funding from the U.S. Forest Service for community forestry programs, the university has received requests for assistance from more than 200 Kansas towns, says Grey.

Most of the towns were just like Phillipsburg. They had tree problems and didn't know what to do about them.

More than 40 of those towns have created tree boards, or commissions, with membership varying from three to six.

Once a city establishes a tree board, KSU foresters recommend a community public tree inventory. The inventory, carried out by the foresters with assistance from local citizens, tells a community where it stands.

For example, a tree inventory enabled foresters to inform one community of 5,000 population that it had 1,995 street trees representing 31 species. Forty-two percent of the trees were Chinese elms.

A high percentage of one kind of tree is cause for concern, say foresters, because a concentration of a single species increases the chances of insect and disease attacks.

The foresters also suggest that the new tree boards define priorities, determine long-range goals, recommend legislative and policy changes, and prepare annual work plans.

It's not an easy job, but towns like Phillipsburg are proving that it can be done. And Grey believes that a town which can muster the active leadership, concerned citizens, and community pride needed for a vigorous forestry project also exhibits its ability to bring those things to bear on other community development problems. □

Oregon women study government

When program planners from Lane County, Oregon, home Extension study clubs organized a tour of the Oregon legislature 10 years ago, 300 homemakers made the trip.

Little did the planners realize they were initiating a decade of study that would give 1,500 homemakers a new understanding of government, stimulate many to responsible community activities, and steer others to positions of responsibility in government and politics.

Velma Mitchell, Lane Extension agent who developed the "Know Your Government" series, observed that it has been fascinating to watch the interest in government and public affairs gain momentum.

The series peaked in 1972 with 4 of 10 home Extension study projects keyed to government and a variety of public services: "Local Budgets and Budget Makers," "Public Agencies and Their Services," "Crime Prevention—or Protection of Family, Self, and Property," and finally, a made-to-order lesson for families seeking in-

expensive recreation at a time of rising costs, "Recreation in Oregon—Low-Cost or Free."

And that wasn't all. The home Extension women also toured the legislature, listened in on several sessions, and took part in a 3-month series on land-use planning in 21 county areas.

Why all this interest in government and related subjects such as taxes, budgets, land-use, and—far from least—legislation?

Many Extension homemakers made no bones about the reasons. They are concerned about the phenomenal growth of government, its cost, and the increase in taxes.

But no small part of their interest is the homemaker's inclination to be a part of the action, to be involved in community affairs, to be heard in government. Homemakers have been overlooked too long as a source of trained leadership.

To gather the hard facts and figures homemakers were seeking, Mrs. Mitchell went to the people who headed up government and research

by
Val Thoenig
*Extension Information Representative
Lane County, Oregon*



projects, State senators and representatives, legislators, county commissioners, State and county planners, tax analysts, League of Women Voters, Extension specialists, and newspapermen.

No one refused to participate. Nor did anyone slough off without doing the homework. These people were prepared—and their presentations were as interesting as they were informative.

Volunteer leaders didn't lack for material to share in their own presentations throughout the county. Mrs. Mitchell summarized training lessons in fact sheets or brochures, illustrated flip-sheets or charts, color slides, tape recordings, and the like.

The leaders recognize that these "think" lessons are more difficult to teach than the family home skills they

Government and public affairs have long been a part of the Extension study program in Lane County, Oregon. Velma Mitchell, Extension home economist (right), has kept it interesting through stimulating teaching methods like this giant budget chart on which an Extension homemaker is comparing local revenues and expenses.

can demonstrate. But the challenge didn't stop them, and the personal growth has been remarkable.

Take a subject as deadly sounding as "Local Government Budgets and Budget Makers." How could it be handled? Mrs. Mitchell involved both the State and county tax chairmen of the League of Women Voters, a county commissioner, and county tax analyst.

She added a ceiling-high chart—one that could be reached only by climbing a ladder. And climb the women did as they posted costs, taxes, income, and outlay for a county budget.

The 553 homemakers attending the lesson voted it "Year's Best." And of the 161 answering the questionnaire, 119 reported they'd become "aware of budget notices in the paper"; 113 reported they could "understand a bit better" how tax monies are spent; 87 said it was "easier to read" the tax statement; 93 discussed the lesson with families; and 75 shared the information with friends.

Games, questionnaires, and puzzles were a part of the "Know Your Government" series helping to lighten a sometimes heavy subject. And they got across an important point: "No one ever knows all the answers."

Basic training in "How a Bill Becomes a Law" attracted 1,232 homemakers in 1964. A State senator provided the information. Mrs. Mitchell transformed the information to colorful flip charts that soon were in demand by clubs, schools, even television.

That same year, 621 women studied "Oregon Taxes and Laws."

From 1968 on, the countdown was seldom missed. Topics have included "Know Your County Government," "Know Your State Government," "Planning and Zoning," and "Know Your Federal Government."

A total of 575 study group members took part in an in-depth study and discussion on "Local Agencies and Their Services" in 1972 and voted it their "No. 2 favorite of the year."

A survey reveals the lesson's impact. Of the 161 filling out the year-end questionnaire, 157 said the lesson on "Public Agencies" had made them more aware of resources available in the community; 136 reported a "better understanding" of volunteer and funded agencies; 70 volunteered for community services; 85 said public agencies were essential in combating crime and drug abuse, in protecting environment, and aiding education.

The study of "Crime—Protection of Family, Self, Property," was not aimed at stamping out crime. Instead, it stressed self-protection, handling of checks and credit cards, and ways to help the police.

Mrs. Mitchell developed the lesson in cooperation with law enforcement

officers from the Eugene Police Department and Lane County sheriff's office.

Of the 161 who returned the questionnaire, 147 knew whom to call in an emergency; 133 understood their rights; 47 had installed lights, door bars, or other protective devices in their homes.

And the women offered suggestions—citizen participation in law and crime detection; parental cooperation in teaching children respect for the law; street lights on rural roads; and education for defense.

The 10-year "Know Your Government" series has changed lives and influenced whole communities.

One homemaker said, "Now I can talk to my children about the things they are learning in school."

Another said, "How lucky we can learn these things in an informal way."

Another homemaker became so involved that she conducted a campaign for her favorite candidate and stumped the county in her fight for a public issue she cared about.

For many homemakers, the end result of the "Know Your Government" series was a determined resolution: "I'm going to get involved." □

by
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4-H/CRD gives youth a voice

Too often it takes a shocking incident to focus attention on the lack of communication between young people and "the establishment."

In Wood County, West Virginia, it was a disturbance after a football game late in 1971 that opened people's eyes to the problem. When Extension agents and others realized that youth had no outlet for communicating with community leaders or for relating their personal lives to community problems, they decided to do something about it.

What resulted was a program which one Extension worker says "has opened doors to youth participation with adults in community decision-making and problem solving."

In fact, the Wood County experience was so successful that it is being used as a model for the new 4-H Community Resource Development (CRD) program now operating in 12 West Virginia counties.

The Wood County Extension agents felt that involving high school students in local government would be a big step toward closing the "communication gap." In addition, they hoped that such involvement would help the area's outmigration problem by encouraging the young people to stay in the area to live and work.

The result was a 5-day workshop called Youth Leadership for Community Development, attended by 33 juniors and seniors from Wood County's three high schools.

The workshop was planned by a group of county 4-H agents, 4-H junior leaders, two local ministers, and

Dr. Arun Basu, then Parkersburg Area community resource development specialist for the West Virginia University Appalachian Center (Co-operative Extension Service.)

Planners obtained \$1,800 from two local foundations to finance the event. The superintendent of schools and principals of the three high schools agreed on the value of such a program and pledged their support.

School counselors and principals selected the participants, most of whom had never before been involved in 4-H.

The workshop, coordinated by Basu and the agents, included train-

ing in human relations to help the youth become aware of themselves and of others, experiences for developing communication and leadership skills, and work sessions in problem solving, decisionmaking, and group processes.

For example, each of the four groups of participants was asked to build an ideal community using tinker toys. Then the four communities were combined into two. Finally, through negotiation and problem solving, one was formed.

"The unique thing about this workshop," commented Basu, "is that during the second phase, the young people faced 11 community leaders to express their thoughts about major problems."

Their goal was to discuss, negotiate, and agree on two important problems in the county which youth and adults could collaborate on for joint action.

The community leaders included the mayors of Parkersburg, Vienna, and Williamstown, local judicial officers, the sheriff, the superintendent of schools, the chairman of the county human relations commission, a



member of the city planning commission, a newspaper editor, and a leading industry representative.

Parkersburg Mayor William Nicely summed up his opinion of the workshop: "It was great, because it gave young people the opportunity to become involved in their communities. They're still calling me and wanting to know what they can do."

Attending the workshop prompted the mayor to initiate a Youth in Government Day for students in the local high schools. Sixty students selected by their principals spent the day with various officials to learn about their jobs.

Mayor Nicely also appointed three students to the Traffic Safety Commission, which required the approval of City Council. He plans to continue these appointments each year.

"Serving on committees and commissions helps youth realize that our problems are complex and that we can't make governmental decisions as easily as personal ones," he said.

Scott Stevens, one student appointed to the Traffic Safety Commission, noted that the students have been able to give other Commission members the youth viewpoint on traffic problems and safety.

"It's helped me, too, because instead of just knowing their names, I feel that I personally know these important leaders now."

Other workshop participants have volunteered to serve on the 4-H Expansion and Review Committee and the Blennerhasset Island Improvement Committee, a multicounty group developing this historic landmark. Others

have been working with the Parkersburg Urban Renewal Authority.

Several participants organized a service group, Youth Action for a Better Community (YABC), which planned several community projects, including helping senior citizens repair their homes and clean their yards.

As with any first effort, problems were bound to arise. The YABC members became busy with school activities and did not tackle many projects. Planners of the 1973 workshop feel that having it early in the summer will give participants time to form a more active group.

A criticism by the young people was that not enough adult leadership was available to help them with YABC's activities.

Wood County 4-H Agent Lyndall Jones is working to secure adult volunteer leaders to work with the teenagers after the 1973 workshop. "Several adults have indicated an interest in working with the youth as they become active in community work," he said.

Helen Carez, a senior who served as chairman of YABC, noted that many of the students are still interested in the group and that the 1973 session should motivate others to join.

Five participants in the first workshop were asked to assist with the second one. Kristy Dukas, one of those returning, said that participation this year would be on a volunteer basis.

"I think this is better than having them selected by school officials," she said, "because only those who are really interested will come."

Jones has contacted each civic organization in Wood County for funds to cover the expenses of this year's participants.

The 4-H/CRD effort has now spread to 11 other counties, financed by special Federal funds appropriated for such programs. West Virginia University Extension agents are supervising the work.

In most of the 12 counties, a paraprofessional program assistant has been hired on a short-term basis to

organize small 4-H/CRD groups by working with schools, 4-H Clubs, and other youth groups.

Between 35 and 50 youth participants will attend workshops in each of these counties which will be similar to Wood County's Youth Leadership for Community Development Workshop. The paraprofessionals also will train adult volunteers to take over leadership of the CRD groups.

The 4-H/CRD program will move to other counties in following years. Within 5 years, all 55 West Virginia counties should have an active 4-H community development program, through which youth can work with "the establishment" to solve community problems.

As Miss Carez pointed out, such workshops help young people know the individual community leaders and their responsibilities.

"In Wood County," she said, "we now know who to see about a particular problem. Before, we didn't even know where to start." □

Young people and community leaders discuss mutual problems during Wood County's workshop on Youth Leadership for Community Development.



Extension's families three

The Cooperative Extension Service has three official families.

Its family tree has shown steady growth, blossomed frequently, and borne much fruit. Its roots are deep in American Agriculture, and in the economic and social structure of our Nation.

The three main branches of that family tree have made a special surge of growth in the last 5 years.

Extension's first family is its sponsors—the ones which have given it primary leadership from the start. We'll call it the *institutional* family.

This family consists of the State land-grant institutions and Extension's other parent—the U.S. Department of Agriculture.

When the Cooperative Extension Service was established in 1914, all of the 48 State land-grant universities established State Extension Services. The territories of Alaska, Hawaii, and Puerto Rico also established Extension Services at their universities. Alaska and Hawaii became States in the 1950's and continued Extension work from their State Universities.

Within the last 5 years, four other educational institutions attained land-grant status and were added to the list of official sponsors of Extension. They include Federal City College and Washington Technical Institute in Washington, D. C.; the College of the Virgin Islands; and the University of Guam.

Another group in this institutional family consists of the 16 formerly known as Negro land-grant colleges, located in Southern and border States. Legislation recognizing them as land-grant institutions was passed in 1890, which is the basis for their being called 1890 colleges. Tuskegee Institute in Alabama is not a land-grant institution, but is receiving about the same cooperation and assistance from the Government as the 1890 colleges.

This rounds out the institutional family of Extension—a total of 72 universities and colleges, plus USDA.

Paralleling the institutional family is another system we will call the *jurisdictional* family of Extension. While institutions provide most of the leadership for Cooperative Extension work, the jurisdictions provide the authority and funds, and some leadership, especially in the counties.

The jurisdictional family consists of the Federal, State, county, territorial, and city governments. To be more

specific, it includes the United States Government and the governments of the 50 States, 3,150 counties, three territories (Puerto Rico, Virgin Islands, and Guam,) plus the District of Columbia and perhaps as many as 250 cities and towns. Two territories, the District of Columbia, and many of the cities and towns have been added to the jurisdictional family in the last few years.

If we go beyond our domestic borders, we could add to the jurisdictional family the foreign countries with which we have agreements for Extension work. This would include especially South Vietnam where we have had as many as 50 agents assisting with agriculture in the provinces. It also includes the 11 other countries with which we have Participating Agency Service Agreements (PASA).

Thus, this special family of Extension totals nearly 3,500 governmental jurisdictions.

A still larger family in the Cooperative Extension complex is its staff of employees. Until about 5 years ago, this *employee family* had stabilized at about 16,000 professional workers and 7,500 secretarial and clerical staff members in the States and counties.

Then came the Expanded Food and Nutrition Education Program, which added a large new dimension to our employee family—the paraprofessional. Although State Extension Services had experimented some with this type of employee, EFNEP gave this category its big boost. Most of the States call these employees "program aides" or "assistants."

Their success has been phenomenal, and Extension is proud to include among its official family the 8,000-9,000 paraprofessionals, mostly in nutrition but also in agriculture, rural development, and 4-H, now lending a hand in our educational role. This is a most significant example of our agency's growth.

Like most families, the families of Extension sometimes have their differences and their problems. One of the problems is that we never seem to have enough money for all the things we want to do. And at times we may disagree as to how we do things.

But one thing we do agree on—that there is a constant and urgent need for the types of educational services we provide for farmers, homemakers, youth, minorities, disadvantaged, and communities that we serve.—Walter John